



National
Qualifications

Philosophy

Assignment

General assessment information

This pack contains general assessment information for centres preparing candidates for the assignment Component of National 5 Philosophy Course assessment.

It must be read in conjunction with the specific assessment task for this Component of Course assessment, which may only be downloaded from SQA's designated secure website by authorised personnel.

This edition: September 2016 (version 1.3)

The information in this publication may be reproduced to support SQA qualifications. This publication must not be reproduced for commercial or trade purposes. **This material is for use by assessors**

© Scottish Qualifications Authority 2016

Contents

Introduction	1
What this assessment covers	2
Assessment	3
General Marking Instructions	6

Introduction

This is the general assessment information for National 5 Philosophy assignment.

This assignment is worth 30 marks of the 80 marks available for the Course assessment. The Course will be graded A-D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

This is one of two Components of Course assessment. The other Component is a question paper.

This document describes the general requirements for the assessment of the assignment Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the assessment task for this Component of Course assessment.

The assessment task will be set and externally marked by SQA and conducted in centres under the conditions specified by SQA.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course and Unit Support Notes*.

What this assessment covers

The assessment will assess the skills, knowledge and understanding specified for the assignment in the *Course Assessment Specification*. These are:

- ◆ using philosophical skills and techniques
- ◆ communicating philosophically-informed views on questions or claims using suitable terminology, and with reference to appropriate texts and sources

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the *Course Rationale*. It will do this by addressing one or more of breadth, challenge, or application.

The added value in this assignment consists of breadth and application. Candidates will integrate and apply skills and knowledge from across the Units in the Course. They will use their basic philosophical skills to give a reasoned view on a philosophical question or claim.

Assessment

Purpose

The purpose of this assessment is to generate evidence for the added value of this Course by means of an assignment.

The purpose of this assignment is to encourage candidates to use and develop philosophical skills and techniques. They will do this through choosing a philosophical question or claim and by carrying out an investigation into how this question or claim has been discussed and debated by philosophers and other interested contributors to the debate. Candidates will be required to show an understanding of their question or claim and to use their thinking skills through analysing and evaluating the work of the philosophers and contributors to the debate. They will then develop their own informed personal opinion which they will have gathered through their understanding of the work of the various contributors investigated.

Assessment overview

The assignment task requires candidates to produce a report based on an investigation into a philosophical question or claim. The candidate will use philosophical skills, knowledge and understanding to give a reasoned view on a question or claim. This assignment will require the candidate to:

- A. Introduce the issues relating to the chosen philosophical question or claim.
- B. Identify and select sources to address the issues, reasons or arguments relating to the philosophical question or claim.
- C. Use and analyse information from sources and philosophers/contributors to the debate.
- D. Evaluate issues, reasons or arguments relating to the chosen philosophical question or claim.
- E. Present an informed personal view on the philosophical question or claim.

The assessor should support candidates to choose a question or claim to investigate. The choice should be based on the interest of the candidate and available resources and there is a free choice of which question or claim may be investigated. Assessors must ensure that, whatever choice candidates make, they are able to meet the criteria given for successful completion of the assignment.

Candidates should work on their own investigation with minimum support from the assessor.

The assessment evidence must be submitted to SQA.

Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

Evidence which meets the requirements of this Component of Course assessment will be between 800-1,200 words in length. The word count should be submitted with the assignment. If the word count exceeds the maximum by 10%, a penalty will be applied.

Candidates should start their investigation at an appropriate stage in the Course. This will normally be when they have learned the skills and techniques to be used in the investigation. There are no restrictions on the resources to which candidates may have access.

Candidates must undertake the assessment, whatever the nature, independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If a candidate requires more than what is deemed to be 'reasonable assistance', they may not be ready for assessment.

Reasonable assistance may be given on a generic basis to a class or group of candidates, for example, advice on how to develop their report. It may also be given to candidates on an individual basis. Candidates may seek clarification regarding the wording of a question or claim or instructions for the assessment if they find them unclear. When reasonable assistance is given on a one-to-one basis in the context of something the candidate has already produced or demonstrated, there is a danger that it becomes support for assessment and assessors need to be aware that this may be going beyond reasonable assistance.

Once work on the assessment has begun, the candidate should be working independently.

Assessor input and advice on the candidate's work is acceptable in order to allow the candidate to progress to the next stages of the assessment. The assistance provided must be recorded so that the candidate's own work can be marked/judged fairly.

Reasonable assistance does not include providing detailed feedback on drafts or marking the draft work.

The assignment will be conducted under some supervision and control. This means that although candidates may complete part of the work outwith the learning and teaching setting, assessors should put in place processes for monitoring progress and ensuring that the work is the candidate's own and that plagiarism has not taken place.

Assessors should put in place mechanisms to authenticate candidate evidence.

For example:

- ◆ regular checkpoint/progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists which record activity/progress
- ◆ photographs, film or audio evidence

Group work approaches as part of the preparation for assessment can be helpful to promote team working skills. However, group work is not appropriate once formal work on recording assessment evidence has started.

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ The report of their philosophical investigation.

The assignment may be produced in written form or word-processed. Whichever is used, the assignment booklet should be submitted on paper to SQA for marking.

General Marking Instructions

In line with SQA's normal practice, the following General Marking Instructions are addressed to the marker. They will also be helpful for those preparing candidates for Course assessment.

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

General Marking Principles for National 5 Philosophy assignment

This information is provided to help you understand the general principles you must apply when marking candidate responses to this assignment. These principles must be read in conjunction with the Detailed Marking Instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
 - (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- ◆ Principal assessors will provide guidance on marking specific candidate responses which do not appear to be covered by either the General Marking Principles or Detailed Marking Instructions.
 - ◆ In presenting their personal, informed view on the philosophical question or claim, candidates should show the following skills, knowledge and understanding:
 - A. Introducing the issues relating to the chosen philosophical question or claim.
 - B. Identify and select sources to address the issues, reasons or arguments relating to the philosophical question or claim.
 - C. Using and analysing information from sources and philosophers/contributors to the debate.
 - D. Evaluating issues, reasons or arguments relating to the chosen philosophical question or claim.
 - E. Presenting an informed personal view on the philosophical question or claim.

A. Introducing the issues relating to the chosen philosophical question or claim:

- ◆ Candidates can be credited up to a maximum of 4 marks.
- ◆ They should give an introduction to their chosen philosophical question or claim.

B. Identifying and selecting sources to address the issues, reasons or arguments relating to the philosophical question or claim:

- ◆ Candidates can be credited in a number of ways up to a maximum of 2 marks.
- ◆ Candidates should select at least two sources which they will use in their investigation and which express the views of philosophers/ contributors to the debate.
- ◆ 1 mark should be given for each source described.

C. Using and analysing information from sources and philosophers/ contributors to the debate:

- ◆ Candidates can be credited in a number of ways and up to 12 marks can be awarded for using and analysing information.
- ◆ Candidates should use, describe and analyse the work of one or more philosophers/contributors to the debate, one or more relevant sources which increase understanding of the question or claim and at least two different philosophical positions relating to the philosophical question or claim.

A total of 18 marks can be awarded to A, B and C combined. Repeated points will be awarded a mark once.

D. Evaluating issues, reasons or arguments relating to the chosen philosophical question or claim:

- ◆ Candidates can be credited in a number of ways up to a maximum of 8 marks.
- ◆ Strengths and weaknesses of these philosophical views and/or positions should be explained and a total of 8 marks given for this element.

E. Presenting an informed personal view on the philosophical question or claim:

- ◆ Candidates can be credited in a number of ways up to a maximum of 4 marks.
- ◆ Candidates should make appropriate links and use resources to present an informed personal view giving supporting reasons.

A total of 12 marks can be awarded for D and E combined. Repeated points will be awarded a mark once.

Detailed Marking Instructions for National 5 Philosophy assignment

Skills	General Marking Principles	Max mark	Detailed Marking Instructions
A	Introducing the issues relating to the chosen philosophical question or claim	4	<p>Candidates can be credited up to a maximum of 4 marks.</p> <p>Candidates should introduce their chosen question or claim.</p> <p><i>3-4 marks:</i> Introduction given is clear with philosophical issue explained.</p> <p><i>2 marks:</i> Introduction given is clear with philosophical issue stated.</p> <p><i>1 mark:</i> Introduction does not sufficiently show what the philosophical issue is.</p> <p><i>0 marks:</i> Question or claim is simply re-stated or not philosophical.</p>
B	Identifying and selecting sources to address the issues, reasons or arguments relating to the philosophical question or claim	2	<p>Candidates can be credited up to a maximum of 2 marks.</p> <p><i>1 mark for each</i> source identified.</p>

Skills	General Marking Principles	Max mark	Detailed Marking Instructions
C	Using and analysing information from sources and philosophers/contributors to the debate	12	<p>Candidates can be credited in a number of ways up to a maximum of 12 marks.</p> <p><i>For up to 12 marks:</i> Candidates are able to analyse and use the work of at least two philosophers/contributors to the debate, which shows understanding of their question or claim. Candidates may also refer to two different philosophical stances in relation to the question or claim. If the views of only one philosopher/contributor are shown, a maximum of 6 marks can be awarded.</p> <p>For each philosopher/source:</p> <p><i>For up to 6 marks:</i> Accurately describes, uses and analyses the work of a relevant philosopher/contributor/source, clearly showing how it increases understanding of the question or claim.</p> <p><i>4 marks:</i> Describes, uses and analyses the work of a relevant philosopher/contributor/source, showing how it increases understanding of the question or claim.</p> <p><i>3 marks:</i> Describes the work of a relevant philosopher/contributor/source and uses this to show some increased understanding of the question or claim.</p> <p><i>2 marks:</i> Describes the work of a relevant philosopher/contributor/source but does not use this to show increased understanding of the question or claim, thus no analysis.</p> <p><i>1 mark:</i> Identifies but makes little use of the work of one philosopher/contributor/source.</p> <p><i>0 marks:</i> No philosophers or sources described.</p>
<p>A total of 18 marks can be awarded to A, B and C combined. Repeated points will be awarded a mark once.</p>			

Skills	General Marking Principles	Max mark	Detailed Marking Instructions
D	Evaluating issues, reasons or arguments relating to the chosen philosophical question or claim	8	<p>Candidates can be credited in a number of ways up to a maximum of 8 marks.</p> <p>The candidate will be able to evaluate the work of at least two different philosophers/contributors/sources and/or philosophical positions relating to their question or claim. Up to 4 marks per philosopher/contributor/source/philosophical position. These 4 marks should be allocated as follows:</p> <p><i>4 marks:</i> Candidate correctly explains one strength and one weakness.</p> <p><i>3 marks:</i> Candidate correctly explains either one strength and states one weakness or correctly explains one weakness and states one strength.</p> <p><i>2 marks:</i> Candidate states one strength and one weakness.</p> <p><i>1 mark:</i> Only one strength or weakness is stated.</p> <p><i>0 marks:</i> No strengths or weaknesses are stated.</p>
E	Presenting an informed personal view on the philosophical question or claim	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Candidates should make appropriate links and use resources to present an informed view giving supporting reasons.</p> <p><i>4 marks:</i> Makes appropriate links and uses resources to present an informed view. The view expressed on the question or claim is made with clear supporting reasons.</p> <p><i>3 marks:</i> Makes appropriate links and uses resources to present an informed view with some supporting reasons.</p>

Skills	General Marking Principles	Max mark	Detailed Marking Instructions
			<p><i>2 marks:</i> View expressed fails to take account of resources used but an attempt is made to support the view expressed.</p> <p><i>1 mark:</i> Resources used and view expressed do not always match and no supporting reasons are given.</p> <p><i>0 marks:</i> No personal view presented that shows any link with resources used.</p>
<p>A total of 12 marks can be awarded for D and E combined. Repeated points will be awarded a mark once.</p>			

Administrative information

Published: September 2016 (version 1.3)

History of changes

Version	Description of change	Authorised by	Date
1.1	Detailed Marking Instructions amended to clarify requirements of the task. Changes made to mark allocation for some sections of the task. Overall mark allocation for task remains unchanged.	Qualifications Manager	January 2015
1.2	Marking Instructions and Detailed Marking Instructions amended to clarify requirements of the task. Changes made to mark allocation for some sections of the task. Overall mark allocation for task remains unchanged.	Qualifications Manager	September 2015
1.3	Minor amendments to the Detailed Marking Instructions.	Qualifications Manager	September 2016

Security and confidentiality

This document can be used by practitioners in SQA approved centres for the assessment of National Courses and not for any other purpose.

Copyright

This document may be reproduced in whole or in part for assessment purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. If it needs to be reproduced for any purpose other than assessment, it is the centre's responsibility to obtain copyright clearance.

Re-use for alternative purposes without the necessary copyright clearance may constitute copyright infringement.

© Scottish Qualifications Authority 2016